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ABSTRACT

This guide provides a conceptual framework and a step-by-step process to help educators implement a comprehensive violence-prevention plan. The plan is presented in four parts. (1) the four problem types; (2) the three supporting actions; (3) the step-by-step process; and (4) references and resources. The four types of problems related to violence prevention--what to do with a student who commits a violent act, how to keep violent students and weapons out of school, how to change the lives of potentially violent students so as to prevent violent incidents in the future, and how to ensure that all students will develop long-lasting, socially acceptable behavior--are all detailed, accompanied by suggested practices designed to solve each type of problem. Three supporting actions to foster the plan are also detailed: identify and institute policies, regulations, and contracts; initiate inservice programs for school personnel and others; and implement strategies for involving parents and the community. The step-by-step process entails organizing a school-safety committee, assessing the problems of violence, identifying existing policies, and using an assessment instrument. The assessment instrument, along with an overall priority-ranking form and planning worksheet, are provided in an appendix. (RJM)

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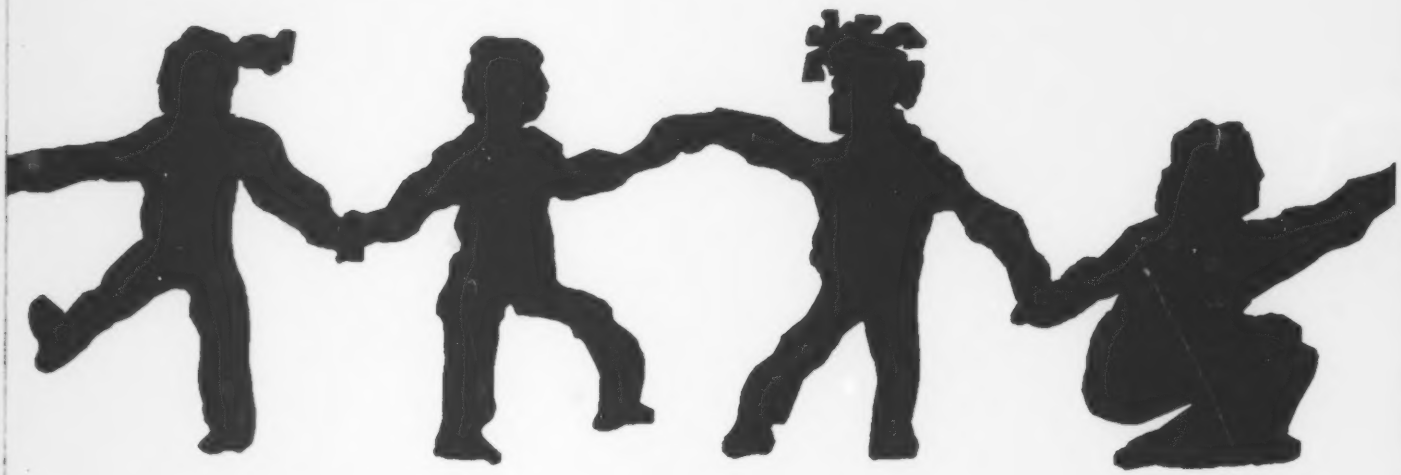
Developing a Comprehensive Violence Prevention Plan



A Practical Guide

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INTRODUCTION

Violence in Today's Schools

A female student stabs an ex-boyfriend who jilted her.
Two rival gangs fight in the parking lot because one gang member "dissed" another gang member.
A student puts rat poison in her teacher's coffee after receiving a low grade on a test.
A third grader pulls a knife on the playground when kids refuse to allow him to join the kickball game.
Two high school students drag a female student into a janitor's closet and rape her.
A recently suspended student returns to school with a pistol and threatens to kill the principal.

Have any of these acts of violence occurred in your school? The media are replete with stories of these and many other acts of violence and threats of violence in our public schools at **all** grade levels. You may never have experienced acts such as those just described and consider that they could never happen in your school. However, violence often occurs unexpectedly, leaving schools, parents, and the community in shock and wondering why they had not seen it coming and asking how they could have prevented it. Just because violence has not occurred in the past does not mean that it may not occur in the future. Therefore, while violence may not be a serious problem in your school at present, it never hurts to be prepared.

The Need for a Violence Prevention Plan

It is important that you go beyond simple preparations for dealing with violent acts; it is vital that you put in place procedures that will prevent violent acts from occurring in the first place. You and your school must deal with the **potential** for violence as well as **acts** of violence. Thus, violence prevention is more than deciding what you will do with a student who commits a violent act—although it is that. Violence prevention is more than keeping weapons out of school—although it is that. Violence prevention is more than helping students with behavioral problems learn new, more positive ways to cope with their anger and hostility—although it is that, too. Truly effective violence prevention means providing daily experiences—embedded in the school curriculum—that will engender and enhance in **all** students positive social attitudes and effective interpersonal skills necessary for group living.

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It is obvious, then, that an effective violence prevention plan requires that you address a variety of short-term and long-term issues. This means that you and your school staff must develop a comprehensive plan—one that considers a range of problems and possible solutions for **all** students at **all** grade levels. Without such a plan, you and others in your school are likely to pursue a haphazard course resulting in a piecemeal set of unrelated practices.

A Rational and Practical Approach

This guide is designed to help you develop such a comprehensive plan. It presents a rational structure and practical suggestions for developing a plan to deal with both violence and potential violence. The structure has a "problem-solution" perspective. Four types of problems related to violence prevention are identified that reflect those you and your staff are most likely to face. Suggested practices designed to solve each type of problem are presented, and these practices provide multiple options for each type of problem. They were selected from a variety of sources including ongoing programs, journals, books, and curriculum guides.

The Problem-Solution Approach

Problem Type I
What do we do with a student who commits a violent act?

Solution
Isolate: Remove the student from school.

Problem Type II
How do we keep violent students and weapons out of school?

Solution
Insulate: Develop policies and institute practices that identify and screen out undesirable intruders and weapons.

Problem Type III
How do we positively change the lives of potentially violent students in hopes of preventing violent incidents in the future?

Solution
Intervene: Provide direct instruction and ancillary experiences to help students who are potentially violent learn more socially acceptable behavior and alternatives to violence.

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Problem Type IV
How do we ensure that all students will develop long-lasting socially-acceptable behavior?

Solution
Immunize: Provide a school climate, classroom instruction, and enrichment experiences that will help all young people learn to have self-control, to develop prosocial behavior, and to use nonviolent means of expressing themselves.

Comprehensiveness: Proactive and Reactive

These four categories progress from strategies dealing with right-now crises to strategies for establishing long-range, educationally-related solutions. The emphasis shifts from **reaction** to **proaction**, from suppressing violence to enhancing nonviolence. It is obvious that policies and practices must be in place to deal with the here-and-now circumstances—we must address the violent acts that are happening in the present. However, if our total approach to violence is to only react to events as they happen, we will find ourselves constantly dealing with the same problems over and over. Our attitudes toward comprehensive violence prevention must be the same as that for comprehensive dropout prevention or comprehensive drug abuse prevention—we must deal with immediate situations while at the same time institutionalizing an educational plan that will keep violence from happening at all. Therefore, while it is tempting to put priority on policies and practices for Type I and II problems, you and your staff must also see the need for and practicality of implementing policies and practices for Type III and IV problems as well.

Supporting Actions

Any violence prevention plan must incorporate some supporting actions: necessary school and district policies in place; in-service for teachers, administrators, and staff; and parent and community involvement. No program for violence reduction and prevention will succeed without needed policies in place, training for the entire school staff, and the cooperation of parents and community institutions.

Getting Started

This guide is just a beginning—a conceptual framework and a step-by-step process to help you get started. It is not, in and of itself, a program nor a completed plan. There is great variability across school districts and even schools within the same district. Although the guide sets forth four types of problems related to violence prevention and offers a wide range of strategies, it leaves the determination of what constitutes violence and the choice of strategies for dealing with violence to the local school staff and community. This guide provides you with a myriad of suggested strategies within a conceptual framework so you can think through your problems and potential for problems in a logical fashion and come up with a rational, comprehensive plan tailored for your situation. And, if you already have a program of violence prevention in place, the process can help you assess the comprehensiveness of your efforts and suggest help where it is needed.

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Organization of This Guide

This guide has been designed to assist you in developing the logical framework of a comprehensive violence prevention plan.

- **Part One** contains the four types of problems each with a corresponding list of suggested solution strategies.
- **Part Two** describes the supporting actions, each with a corresponding list of suggested options.
- **Part Three** provides you with the step-by-step process to facilitate your use of this guide.
- **Part Four** includes a list of references, sources, and organizations to which you can refer for additional information.
- **The Appendix** includes the Assessment Instrument which will help you determine your needs and priorities; an Overall Priority Ranking Form to guide you in selecting a needed and comprehensive set of strategies; and a Planning Worksheet to help you design the details for implementing each strategy you select.

(Please note that the numbers in parentheses following each of the suggested strategies in Parts One, Two, and Three correspond to the numbers of the references found at the end of this guidebook from which the strategies were selected. You can refer to these sources for additional information about strategies.)

PART ONE

Problem Type I

What do we do with a student who commits a violent act?

We must teach students that if they commit violence at school, they must pay the consequence. This perspective requires that the school define violent acts and the consequences that accrue to these acts. Isolation might mean banishment from school, but it should not mean banishment from a supervised educational setting. There should be a place to send students—either alternative schools (night, separate schools) or a residential facility run by the state (boot camps, juvenile justice institution, etc.).

Isolate—Suggested Solution Strategies

- Administer automatic suspension from school or placement in an in-school suspension program to a student for minor violent or aggressive acts (5).
- Administer automatic expulsion and referral to law enforcement or family court to a student for possession of a gun (5).
- Arrest and prosecute a student or a nonstudent intruder for use of a weapon or for commiting other serious acts of violence (5).
- Establish laws making parents financially liable for damage done by their children (6).
- Any time a student is suspended or expelled from school, work closely with law enforcement and human services agencies, parents, churches, and other community-based organizations to develop, fund, and staff alternatives that will separate the student from a regular school setting but provide for educational needs and rehabilitation (7).

Problem Type II

How do we keep violent students and weapons out of school?

We need to set policies and engage in practices that keep the school free of weapons, reduce unsafe conditions, and prohibit behaviors that might lead to violence at school.

Insulate—Suggested Solution Strategies

Publicize Policies

- Establish a policy of zero tolerance for weapons (5; 7).
- Announce and post the school's policy against weapons possession (5).
- Clearly define what constitutes a weapon (5).
- Develop school security manuals (3).

Establish Patrols

- Hire security officers or school resource officers to patrol the school, check student identifications, provide crowd control, conduct intelligence gathering, be present at athletic events and other school activities, and to serve as law-related counselors and instructors (1; 3; 5).
- Assign school staff to patrol hallways, stairwells, locker rooms, restrooms, cafeterias, and school grounds (1; 3; 5).
- Enlist parents, students, or other volunteers to monitor the front entrance and/or to patrol halls and restrooms (5).

Limit Access and Opportunity

- Provide identification badges or cards for students and staff (3; 5).
- Take attendance early in the day and call home when a student is absent (6).
- Provide a list of visitor regulations to students, parents, and community members and post it at all entrances (5).
- Designate one entrance for visitors during the school day and enforce this policy at all other entrances (5).
- Require that all visitors sign in and wear identification badges (3; 6).
- Monitor delivery and loading entrances as well as main doors (5).

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- Establish a closed campus policy and require all who enter or leave the school during the day to sign in and out (5; 6).

- Report to the police or security staff anyone loitering outside the school (5).

- If an unauthorized person is determined to be a student from another school, notify the student's home school and ask that the student's parents be notified (5).

- Seek a formal agreement from gang members that school will be neutral territory. Prohibit all gang-related activities, traits, and clothing (5).

- Register all staff and student cars with the school and require parking stickers for legal parking on school grounds (5).

- Limit or prohibit student access to cars during the school day (5).

- Keep a record of all cars that enter school parking lots illegally. Refer to this record in case of theft, vandalism, or intrusive behavior (5).

- Define lockers as school equipment which students are allowed to use, not private storage spaces. Inform students that lockers will be searched upon reasonable suspicion (2; 5; 6).

Provide a Safe School Environment

- Designate a safe, centralized location for students and staff to gather before and after school. Ask teachers who work late to work in pairs or teams in the designated area and to lock doors when alone (2; 5).

- Make the school building and grounds open and observable. Alter isolated areas to attract people traffic or close off isolated areas (3).

- Either provide an extensive lighting program or black out lighting altogether (in the latter case, any light seen at school would be suspicious) (3).

Use Electronic Devices

- Use stationary or hand-held metal detectors to check students for weapons as they enter school (5).

- Install emergency alarms on rarely used doors to discourage their use (5).

- Use intruder detectors (microwave, ultrasonic, infrared, audio, video) to monitor entrances and isolated areas of the campus (3; 6).

- Equip teachers with two-way communication or a personal alarm system so they can alert the office of an incident immediately; develop a school code to identify problems so staff can communicate with each other (3; 6).

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- Install caller ID on phone in case of bomb threats. No bomb threat can be treated as a joke or prank (6).

- Prohibit students from carrying beepers unless a student must have one for medical purposes (6; 7).

Establish Safety Corridors

- Establish safety corridors from the school to the street (3).

- In neighborhoods where students are afraid to walk to and from school, map out the safest routes and escort students as needed. Encourage students to walk in groups, and ask police to patrol the routes that students use during the morning and afternoon. Enlist help from churches and other organizations to provide safe havens for students walking to and from school who might need help (1; 3; 5).

- Ask police to patrol outside school before and after school hours (6).

Other Strategies

- Prohibit students from carrying personal defense devices such as mace, pepper spray, and sound-emitting gadgets (6).

- Devise a school reporting system or telephone tip-line to enable students, staff, and parents to anonymously report violent behavior or suspected trouble. Offer rewards (1; 5).

- Suggest that students avoid wearing valuable clothing, shoes, and jewelry to schools where thefts are likely (5).

- Act on rumors; talk to students who are rumored to be having behavioral and social problems and take seriously student reports of possible fights or weapons possession (5).

- Remove graffiti as soon as it is discovered (5).

- Require students to leave book bags and coats in lockers during the day (2).

- Require all students to wear uniforms or establish a dress code (1; 3).

Problem Type III

How do we positively change the lives of potentially violent students in hopes of preventing violent incidents in the future?

In addition to having policies and procedures to prevent violent incidents and to deal with students who engage in these acts, we want to help change potentially violent students in fundamental ways

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so they will be less likely to engage in violence. This perspective requires programs and strategies designed to intervene in the lives of students who show a predisposition toward violence in hopes of preventing violent incidents and developing more appropriate behavior. These programs and strategies have two major goals:

- To help students reduce their anger, frustration, lack of self-esteem, lack of confidence, academic and/or social incompetence, etc., which may be triggering the violence;
- To help students develop positive, alternative behaviors so they become more competent in academic and vocational tasks and in social and interpersonal relationships.

Intervene—Suggested Solution Strategies

- Train students as peer mediators to help classmates resolve conflicts (6).
- Implement Aggression Replacement Training, a curriculum designed to help students learn to control anger and replace aggression with appropriate social skills (3).
- Provide law-related education courses or activities that use case studies, dilemmas, simulations, role playing, mock trials, and field trips to teach students about law, the legal system, and the fundamental principles and values on which our constitutional democracy is based (3).
- Use resiliency training techniques to "empower" students by teaching skills that allow them to own their choices and the consequences that follow, choose their behavior instead of reacting to others, and refuse to be victims of circumstances and the behavior of others (4).
- Use stress reduction and relaxation techniques for students and teachers (4).
- Involve students in self-esteem enhancement programs (3).
- Provide both professional and peer counseling for individuals and groups regularly and in crises (3; 6).
- Train teachers to be skilled conflict negotiators (3).
- Use in-school suspension for remediation of both social and academic skills problems (3).
- Develop a mentoring program using teachers, older students, and community volunteers (3).
- Provide a wide range of vocational training and transition-to-work experiences (3).
- Utilize behavior modification including contingency management, time out, response cost, contracting (3).
- Arrange for teachers, administrators, counselors, and others to meet regularly as a team to discuss problems of disruptive students and plan individual strategies to help them before they become violent (5).

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Problem Type IV

How do we ensure that all students will develop long-lasting, socially acceptable behavior?

The best way to keep students from becoming violent is to begin teaching them prosocial behaviors early in life and continue throughout the school grades. Schools are social as well as academic institutions. As such, they have the responsibility to teach students social skills. If teachers are given appropriate staff development and are authentically involved in planning and implementation and if parents and the community are involved, schools can integrate academic and social activities in a comprehensive, real-life curriculum.

This perspective requires that schools restructure the curriculum, revise instructional procedures, and reorganize classrooms in some fundamental ways. Type IV extends and integrates all the activities of Types I-III. The target group includes not only violent and potentially violent students, but **all** students in the school.

Immunize—Suggested Solution Strategies

- Provide a variety of alternative organizational structures to meet the academic and vocational needs of all students. These might include (3; 7):
    - Alternative schools
    - Diagnostic learning centers
    - Regional occupational centers
    - Schools without walls
    - School-within-a-school
    - Learning centers (magnet schools, educational parks)
    - Continuation centers (street academies, evening high schools)
    - Mini-schools
    - Reduction of school and/or class size

- Provide a strong curriculum with a balance between academic and vocational education along with the necessary support services (4).

- Provide career and personal counseling and guidance for groups and individuals (4).

- Make creative use of multimodality technology, computer-based instruction, individualized instruction, cooperative learning, applied academics, mentoring, tutoring, extracurricular and social activities, incentives, service learning, learning styles, and other innovative methods (4).

- Serve as brokers for social services to students and their families (3; 4).

- Teach a curriculum that stresses nonviolence, begun as soon as children enter school, and continue through all the grades. Provide students with a variety of experiences and programs that will fulfill their academic and social needs including (3; 7):
    - Interpersonal skills training
    - Problem solving training
    - Lifelong coping skills

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- Moral education
- Art and music instruction
- Apprenticeship programs
- Courses dealing with practical aspects of adult life
- Work-study programs
- Career preparation courses and activities
- Character education
- Conflict resolution

♦ Publish a variety of documents to inform students, parents, and school staff about the mission, policies, and practices of the school where violence is concerned, such as (3; 6):
- School safety and security handbook for staff and parents
- Code of rights and responsibilities
- Legal rights handbook
- School procedures manual

♦ Develop flexible policies such as (3):
- Easier school transfer for students with special needs
- More achievable reward criteria
- Prescriptively tailored course sequences
- Equivalency diplomas
- Self-paced instruction

♦ Provide administrative leadership shown to be effective in reducing violence (3):
- Clear lines of responsibility and authority among administrators
- School-safety committee
- School administration-police coordination
- Human relations training for administrators
- Principal visibility and availability

♦ Infuse the curriculum with strategies to discourage bigotry and ethnoviolence by doing the following (6):
- Offer a bias reduction program for both students and teachers.
- Have class discussions when a national or local incident involving bigotry is featured in the news.
- Get students working together on projects like musical bands, sports, yearbook projects, clubs, and other activities. Service learning projects are ideal for this.
- Develop a system for reporting all crimes and incidents related to bigotry to the principal.
- Eliminate textbooks or materials that depict or promote bigotry. Ensure that educational materials reflect the many cultures of this society.
- Open a dialogue on "hate language" with an emphasis on differentiating between language that is merely offensive and language that is truly hate-filled or threatening.
- Prevent hate crimes by discussing and rejecting stereotypes of minority groups, encouraging interaction with members of different cultures and an appreciation of diversity.

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- Teach students about the nature and extent of violence in society and in their community to counter the natural tendency to believe they are immortal and to change the attitude that "it can't happen to me." Teach them about the lethal impact of guns and the legal implications of carrying or using a gun (5).

- Teach students about the damaging effects of sexual harassment and sexual assault, the difference between "good touching" and "bad touching," and that "no means no" (5).

- Instruct students in laws that affect juveniles and the consequences for breaking these laws. Take students to visit a jail (5).

- Videotape television news stories that describe actual incidents involving guns and have students watch and discuss them (5).

- Teach both elementary and secondary students to avoid gang activities and provide them with alternative programs to meet their social and recreational needs. Invite guest speakers who work with gang members, such as law enforcement or probation officers, to speak to classes or assemblies. Former gang members who have "turned their lives around" may also tell stories that inspire students to keep away from gangs (5).

- Increase student involvement in violence prevention efforts by doing the following (5; 7):
    - Create a group of student leaders, representing formal and informal groups, to promote student responsibility for a safe school environment. Encourage students to establish local chapters of national safety programs such as SADD (Students Against Drunk Driving) and Youth Crime Watch.
    - Democratize school governance. Ensure student participation on school advisory committees, security advisory councils, safety committees, and governing boards that determine school rules, discipline codes, curriculum, books and materials, and evaluation of teachers and administrators.
    - Invite students to contribute ideas about school safety in a suggestion box. Hold group forums to encourage students to express opinions and concerns about school safety and to ask questions about school policies. Respond to all comments and personally thank those who make useful recommendations.
    - Require that teachers involve students in decision making at the classroom level.

- Offer school- or community-based activities for students after school and on weekends. Institute after-school academic and recreational programs for latchkey students (5).

- Teach students to be responsible for their own safety and emphasize the importance of reporting suspicious activities or suspicious people on campus (5).

PART TWO

A comprehensive violence prevention plan for your school requires that you select the appropriate and relevant approaches to successfully address each of the four problem types and to enhance these selections with appropriate and relevant options from each of these supporting actions.

Supporting Action I: Identify and Institute Policies, Regulations, and Contracts

What school or district policies are needed, if any, to implement a strategy? Sometimes a policy change, a new regulation, or a contract is required for new strategies to be employed.

- What school policies, regulations, or contracts are in place to support the strategy?
- What existing policies, regulations, or contracts need to be modified?
- What new policies, regulations, or contracts need to be added?

Suggested Strategies Affecting Policies, Regulations, and Contracts

- Study model safety plans from other schools and districts to help supplement preliminary policies you have made based on your local assessment.
- Develop a written time line for developing the policy, with set goals and end products.
- Develop solutions based on your local assessment of the problem and an outside audit, if one was completed. Solutions might address these and other issues (5; 8):
  - Personnel—Should the number be increased? Should different assignments be made? Do staff need new or additional training?
  - Building Design—Does the building design provide opportunities for violence? How can this be overcome?

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- Curriculum—Are the school offerings appropriate for all students? What else is needed and what can be changed? Is violence prevention integrated into the regular curriculum?
- Instruction—Are instructional approaches appropriate for all students? Do teachers need additional training and support, not only in the regular curriculum, but for violence prevention as well?
- Policies—Are current policies, regulations, or contracts helping or hindering efforts? What new ones must be developed and implemented?
- Technology—What electronic detection and communication systems can be employed?
- Partnerships—With whom must the school cooperate and collaborate in order to bring about effective solutions?
- Response to an Incident—How do school staff notify teachers, staff, and others at school that a violent or dangerous incident is in progress? Is there an evacuation pl What happens if a student is injured? What about hostage taking, bomb threats, etc.?
- Communication—In case of a dangerous incident, how do school staff contact law enforcement officials, parents, school district officials, medical personnel, and others in the community? Who deals with the media?

- As part of your school violence safety plan, produce other documents that can serve as guides both during and after the School Safety Committee completes its work (see page 19). These materials might include (5; 8):
  - A school security manual.
  - Recommendations for security equipment and communications technology improvement, including two-way intercoms, walkie-talkies, alarm systems, fences where necessary, fax machines, and additional phone lines.
  - A compendium of strategies for the most common school emergencies, in a ready-reference format.
  - A plan for crisis response follow-up for faculty and students, including debriefing and counseling.
  - A plan for training all school and community personnel involved.
  - Other policies or long-term plans that will make the school safer.
  - Handbooks, manuals, newsletters, etc., to be distributed to parents, students, teachers, and community groups describing the plan and explaining policies, procedures, expectations of all involved.

- Provide training for crisis response teams including a comprehensive simulation involving school personnel, students, community agencies, fire departments, police departments, medical services, the coroner, and the media (8).

- Develop a system to continuously monitor and evaluate the implementation of the plan and make changes when necessary (4).

Supporting Action II: Initiate In-Service for School Personnel and Others

What kind of training and support do administrators, teachers, and staff need in order to develop, implement, and maintain a comprehensive program of safety and nonviolence in school?

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If we are to be effective in reducing violence, we must approach the problem from a total school perspective. All administrators, teachers, and staff must be involved and they all must be well trained.

Suggested In-Service Strategies

- Provide aggression-management training for administrators, teachers, and other staff (3).
- Provide continuous training and support for teachers to implement and maintain innovative instructional approaches and curriculum revision (4; 7).
- Train teachers in how to increase teacher-student nonclass contact (3).
- Schedule frequent teacher-student-administrator group feedback discussions (3).
- Provide continuous training for teachers in how to administer firm, fair, consistent discipline (3; 7).
- Provide training for teachers in conflict resolution and skills in facilitating peer mediation (4; 7).
- Provide self-defense training for the administration, teachers, and staff (3).
- Provide experiences to enhance teacher knowledge of the student ethnic milieu (3).
- Provide information and training on how to deal with gangs (2).
- Provide teachers and staff with information and training on dealing with students who are substance abusers (5).
- Provide training and resources for increased teacher-parent interaction (3).
- Provide training for teachers and staff in how to respond to dangerous situations including fights, weapons possession and use, robbery, rape, and hostage-taking (3; 5).

Supporting Action III: Involve Parents and the Community

How can we involve parents and the community in a comprehensive program to reduce violence in school?

"The best predictor of a school's crime rate is the crime rate in the local community" (2). Therefore, we cannot make the desired progress toward violence reduction in school without help from parents and the community. We must take the leadership role to involve all segments of the community in the struggle against violence.

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Selected Parent and Community Involvement Strategies

Parent Involvement

- Initiate telephone campaigns to encourage PTA attendance (3).
- Establish an antitruancy committee (parents, counselor, student) (3).
- Establish family education centers and conduct parenting skills training sessions (3; 5; 7).
- Enlist parents as guest speakers, apprenticeship resources, mentors, etc. (3).
- Help parents establish nonviolent contracts with their children (3).
- Hold a family back-to-school week (3).
- Provide parents information on raising and managing children, parenting skills classes, and information on child development (5).
- Link family members with human services agencies for group and/or individual counseling, especially in cases of domestic violence, child abuse, or other family crises (5).
- Develop a "parents' guide" that describes parental responsibilities to prevent violence, legal responsibilities of parents whose children commit acts of violence in school, and a listing of family services in the community (5).
- Inform parents about the effects of alcohol and drug use and tell them the signs to look for in determining whether their children are using drugs (5).
- Inform parents about gangs in the community. Send home explanations of dress codes that prohibit gang attire, and give parents tips for identifying signs of gang involvement (5).
- Encourage parents to inform school officials immediately if they suspect that their child is being bullied or victimized at school. Teach them to look for symptoms of victimization in their children, such as a withdrawn attitude, loss of appetite, or hesitation to go to school (5).
- Help parents teach their children to be assertive but not aggressive. Advise parents not to tell children to "fight back" but to stand up for themselves verbally. The "fight back" message encourages violence and tells children that they are alone in solving their problems (5).
- Include parent representatives on the school safety committee and school improvement team to help make decisions and recommend changes (5).
- Send a copy of the school's discipline code to all parents and enlist their support in enforcing it (5).
- Create a parent telephone network to encourage parents to attend school events and meetings (5).
- Call parents or send a brief note home to inform them about their children's accomplishments (5).

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Community Involvement

- Enlist businesses and agencies to participate in adopt-a-school programs (3).
- Cooperate with mass media to publish information on violence and the cost of vandalism (3).
- Open the school to community use after hours (3).
- Improve the school-juvenile court liaison (3).
- Hold a Neighborhood Day at school where businesses and community agencies can come to school and share ways to prevent violence and vandalism (3).
- Initiate a "Vandalism Watch" program for parents and businesses located near the school (3).
- Coordinate school-community resources that will help in the battle against violence and vandalism (3; 7).
- Encourage churches, businesses, and other community agencies to establish "safety corridors" to help students feel safe going to and from school by opening their doors to students for two hours before and after school (1).
- Establish police-school cooperation as an ongoing process, not just when a problem arises; ask police for advice; have them come in for in-service for teachers and as speakers for students (2).

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PART THREE

The Step-by-Step Process: Developing a Comprehensive Violence Prevention Plan

Step One: Organize a School Safety Committee

Organize a community-wide School Safety Committee. Committee members should include local school staff and administrators, students, parent representatives, district office personnel, community agency staff, law enforcement officials, fire department personnel, medical services personnel, and juvenile justice and family court representatives (5; 8).

Step Two: Assess the Problems and Potentials for Violence

The School Safety Committee needs to investigate your local situation by conducting a thorough assessment to determine the nature and extent of problems of violence or the potential for violence in your school. To complete an assessment, the School Safety Committee might do the following (8):

- Conduct interviews and/or surveys of students, parents, teachers, and community members as to the nature and extent of violence in the school. It might be helpful to use the four types of problems described in this guide as a way to organize interview and survey questions.
- Review student discipline data, police reports, and other documents that shed light on the problem of discipline in the school.
- Conduct visual inspections to identify physical conditions of the school which might create safety problems (8).

Alternatively, the School Safety Committee might benefit by promoting a school safety audit conducted by an outside group.

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Step Three: Identify Both Existing and Needed Policies

The School Safety Committee should identify relevant state school laws and district board of education regulations on safety and violence that require compliance by your school. These might include regulations that assign school officials authority and responsibility for safety as well as school district safety plans (8).

We can be effective in preventing violence in school and dealing with it when it occurs if we have policies in place that prepare us for as many contingencies as possible.

Step Four: Use the Assessment Instrument

Using information collected from surveys, interviews, regulations, documents, and other sources, the School Safety Committee should use the Assessment Instrument found in the Appendix of this guide to select and prioritize strategies related to the four problem types. The Assessment Instument may be reproduced for your convenience. The following steps will guide the School Safety Committee in this process:

1. Study each item within each Problem Type in relation to your school situation.

2. Place an "A" in the first column if you are already doing the item, doing it well, and want to continue doing it.

3. Place an "N" in the first column if your are not doing the item but think you should be, or if you are doing the item but not well enough.

4. Place a "U" in the first column if you consider the item unessential or not applicable to your situation.

5. When you have marked all items, go back and consider all the items marked with an "N." Within each Problem Type, indicate the priority of the items marked with an "N" by using 1 for highest priority, 2 of second highest, etc. Continue until you have completed ranking all items within each of the four Problem Types. An overall ranking will be done in Step Five.

Remember, evaluate each item using the following ranking system:

A—Already doing, doing well, want to continue

N—Not doing but should be, or doing but not well enough

U—Unessential or not applicable

1, 2, 3,. . . etc.—Priority rank

A sample of this ranking process is shown in Figure 1.

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Assessment Instrument

Problem Type I: Isolate

A	___	1.1	Administer automatic suspension from school or placement in an in-school suspension program to a student for minor violent or aggressive acts .
N	2	1.2	Administer automatic expulsion and referral to law enforcement or family court to a student for possession of a gun.
N	1	1.3	Develop alternative programs outside the regular school setting for students who commit violent acts or continuously break school rules.

Problem Type II: Insulate

A	___	2.1	Establish a policy of zero tolerance for weapons.
N	1	2.2	Publicize policies concerning weapons possession and definition of a weapon.
U	___	2.3	Hire security officers to patrol the school.
N	2	2.4	Assign school staff to patrol hallways, stairwells, locker rooms, restrooms, cafeterias, and school grounds.

Problem Type III: Intervene

N	1	3.1	Train students as peer mediators to help classmates resolve conflicts.
U	___	3.2	Implement an Aggression Replacement Training program.
U	___	3.3	Provide law related education courses or activities.
N	2	3.4	Use resiliency training techniques to "empower" students.

Problem Type IV: Immunize

N	1	4.1	Provide a variety of alternative organizational structures to meet the academic and vocational needs of all students such as:
N	2	4.1.1	Alternative schools.
A	___	4.1.2	Diagnostic learning centers.
A	___	4.1.3	Regional occupational centers.
U	___	4.1.4	Schools without walls.
N	1	4.1.5	School-Within-a-School.

Figure 1. Sample of a completed Assessment Instrument.

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Step Five: Select Your Top Priorities

Clearly, you cannot implement all the items that the Committee marked "N." Therefore, it will be necessary to choose the most needed strategies from among those you have ranked. Also, in order to develop a comprehensive plan, it will be necessary to choose strategies from all four Problem Types. This task can be completed by using the Overall Priority Ranking Form found in the Appendix. This form may be reproduced. Complete the form using the following process:

1. Using the Assessment Instrument, look at items in Problem Type I. Choose the top three items marked "N" with priority rankings of 1, 2, and 3. In the appropriate spaces on the Overall Priority Ranking Form, write the Strategy Number and a brief description of the strategy.

2. Continue this process until you have completed Problem Type` s II, III, and IV. You should have twelve items on the Overall Priority Ranking Form.

3. Although you have listed twelve strategies on the form, it is unlikely that you will have the resources to implement all of them. Therefore, a second priority ranking must be done. Once the Committee decides which strategies can be implemented, a circle should be drawn around the rank number in the column labled Priority Rank for those strategies. The Committee might choose to implement only the highest ranked item in each Problem Type or the two highest ranked ones. Another approach might be to select all three strategies in one Problem Type, but only one in each of the other three Problem Types. The Committee can decide on any combination—the number of strategies chosen will be a function primarily of available resources. Whichever approach the Committee takes, it is important to remember that both need and comprehensiveness are important. Therefore, at least one strategy should be selected from each Problem Type for implementation.

4. Determine the order in which you will implement the strategies you have circled according to the process in Item 3 above. Do this by writing in a number in the right hand column following each strategy as follows: 1 for the first strategy to be implemented, 2 for the second, etc. If you think you can implement two strategies simultaneously, just give them both the same number.

5. If you think you can implement all twelve items, skip Item 3 above and go directly to Item 4 above. If you are extremely fortunate enough to have resources to implement more than twelve strategies, just add those strategies to this form and continue.

A sample of this overall ranking and ordering process is shown in Figure 2.

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Overall Priority Ranking Form

Problem Type	Priority Rank	Strategy Number	Strategy Description	Order of Implementation
I	①	1.3	Develop alternative programs for suspended students.	6
	②	1.2	Automatic expulsion for possessing gun.	1
	3	1.6	Collaborate for residential home for offenders.	
II	①	2.2	Publicize policies on weapons.	1
	②	2.4	Assign staff to patrol hallways, etc.	3
	③	2.19	Limit student access to cars.	2
III	①	3.1	Train student peer mediators.	4
	2	3.4	Use resiliency training.	
	3	3.14	Use classroom meetings.	
IV	1	4.1.5	School-Within-a-School.	
	2	4.1.1	Alternative schools open to all students.	
	③	4.11.1	Offer bias-reduction program.	5

Figure 2. Sample of a completed Overall Priority Ranking Form.

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Step Six: Develop Detailed Plans to Implement Selected Strategies

The Committee is now ready to consider in more detail the implemention of the strategies that have been selected in Step Five above. For each strategy, the Committee should choose needed Supporting Actions (described in Part Two), determine who will be responsible for implementation, and set a target date for implementation to be completed. A reproducible Planning Worksheet for this purpose can be found in the Appendix. The Committee can complete the Planning Worksheet using the following process:

1. Look in the last column of the Overall Priority Ranking Form and find the strategy marked with "1." This is the first strategy to be implemented. In the appropriate spaces on the Planning Worksheet, write the Problem Type number and a brief description of the strategy .

2. From Part Two of this guide, select Policy Changes that need to be added or those that need to be amended and write them in the appropriate spaces.

3. From Part Two of this guide, select the In-Service actions that will be needed and the target group needing the in-service and write them in the appropriate spaces.

4. From Part Two of this guide, select the Parent and/or Community Involvement actions that are needed and write them in the appropriate spaces.

5. Analyze all you have done so far, and then list in the appropriate spaces the resources needed and the estimated costs of implementing this strategy.

6. For each of the Items 2-4 above, list in the appropriate space the person, group, or organization that will be responsible for each task.

7. For each of the Items 2-4 above, list in the appropriate space the Due Date for completion of each task.

8. Follow this process for each strategy you have identified as a priority on the Overall Priority Ranking Form.

9. Use the Planning Worksheet as a guide for implementing each strategy and in the formative phase of evaluation.

A sample of a completed Planning Worksheet can be found in Figure 3.

Problem Type I

PLANNING WORKSHEET

STRATEGY: Develop alt[illegible]native programs outside the regular school setting for students who commit violent acts or continuously break school rules.

SUPPORTING ACTIONS		RESPONSIBLE PERSON/GROUP OR ORGANIZATION	DATE
POLICY CHANGES	Add: A plan for crises response follow-up. Amend:	Principal	9/11
IN-SERVICE	Content: Provide agression-management training. Target Group: Administrators, teachers, and other staff.	Assistant Principal	11/1
PARENT AND/OR COMMUNITY INVOLVEMENT	Parent: Include parents on school safety committee. Community: Coordinate school-community resources.	School Safety Committee Chairman	10/1
RESOURCES NEEDED	Resources Needed: Staff time, training by consultants. Estimated Costs: $5,000	Assistant Principal	11/1

Figure 3. Sample of a completed Planning Worksheet for one strategy.

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Step Seven: Monitor and Evaluate

Develop a system to continuously monitor and evaluate the implementation of the plan and make changes when necessary (4). As you put strategies into place, you should always ask yourself, "How will I know if it is working?" You can determine how you will evaluate a strategy and you can decide what "success" means within your local situation. The important thing to remember is to constantly monitor what you are doing, and don't be afraid to change or even terminate an approach if it is not meeting your standards for success.

As you complete these steps, you will begin to see the complexity in developing a truly comprehensive plan. Of course, what you choose to do and when you are able to do it will be a function of the seriousness of the problems you have identified and the types and amount of resources you have at your disposal. Therefore, you will probably be able to do only a fraction of what you think is optimum. So start slowly, choose wisely, and implement carefully.

Regardless of which strategies from the four problem types you choose to implement, it is imperative that you incorporate appropriate suggestions from each of the supporting actions. This becomes even more important when you have limited resources. Also remember that while you cannot do everything, you can do something—and if you do something every day, after a while you will be doing a lot.

PART FOUR

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Selected Organizations

A number of agencies and organizations are currently working on the problems of school violence. You can benefit greatly from their expertise in developing your own plan. This guide is not exhaustive in the strategies it presents. It only hints at the many approaches, techniques, programs, and methods that can be brought to bear on the problem of school violence.

American Association of School Administrators
1801 North Moore Street
Arlington, VA 22209
(703) 528-0700
www.aasa.org

Center for the Prevention of School Violence
20 Enterprise Street, Suite 2
Raleigh, NC 27606-7375
(800) 299-6054, FAX (919) 515-9561
www.ncsu.edu/cpsv

Center for Research on Aggression
Syracuse University
805 South Crouse Avenue, Room 203
Syracuse, NY 13244-2280
(315) 443-9641

Center for the Study and Prevention of Violence
Institute of Behavioral Science
University of Colorado, Campus Box 442
Boulder, CO 80309-0442
(303) 492-1032, FAX (303) 443-3297
www.colorado.edu/cspv

National Alliance for Safe Schools
4903 Edgemoor Lane, Suite 403
Bethesda, MD 20814
(301) 654-2774
www.safeschools.org

National Association of Elementary School Principals
1615 Duke Street
Alexandria, VA 22314-3483
(703) 684-3345
www.naesp.org

National Association of Secondary School Principals
1904 Association Drive
Reston, VA 22091-1598
(703) 860-0200
www.nassp.org

National Center for the Study of Corporal Punishment and Alternatives in the Schools
253 Ritter Annex, Temple University
Philadelphia, PA 19122
(215) 787-6091
www.temple.edu/education/pse/NCSCPA.html

National Crime Prevention Council
1700 K Street
Washington, DC 20006
(202) 466-6272
www.ncpc.org

National Crime Prevention Institute
Brigman Hall, University of Louisville
Louisville, KY 40292
(502) 588-6987
www.louisville.edu/a-s/ja/ncpi

National School Boards Association
1680 Duke Street
Alexandria, VA 22314
(703) 838-6760
www.nsba.org

National School Safety Center
4165 Thousand Oaks Boulevard, Suite 290
Westlake Village, CA 91362
(805) 373-9977
www.nssc1.org

Office of Juvenile Justice and Delinquency Prevention
633 Indiana Avenue, NW
Washington, DC 20531
(202) 307-5911, FAX (202) 307-2093
www.ncjrs.org/ojjhome.htm

APPENDIX

Assessment Instrument

Overall Priority Ranking Form

Planning Worksheet

Assessment Instrument

This Assessment Instrument will help you both identify your current violence prevention plan, as well as assist you in selecting and prioritizing your comprehensive violence prevention plan. Each item has been given a number which will be used as you record your assessment on the Overall Priority Ranking Form and Planning Worksheet.

Evaluate each item using the following ranking system:

A—Already doing, doing well, want to continue
N—Not doing but should be, or doing but not well enough
U—Unessential or not applicable
1, 2, 3,. . . etc.—Priority rank

Problem Type I: Isolate

___ ___ 1.1 Administer automatic suspension from school or placement in an in-school suspension program to a student for minor violent or aggressive acts .
___ ___ 1.2 Administer automatic expulsion and referral to law enforcement or family court to a student for possession of a gun.
___ ___ 1.3 Develop alternative programs outside the regular school setting for students who commit violent acts or continuously break school rules.
___ ___ 1.4 Arrest and prosecute a student or a non-student intruder for use of a weapon or other serious acts of violence.
___ ___ 1.5 Advocate laws making parents financially liable for damage done by their children.
___ ___ 1.6 Collaborate with law enforcement and other agencies to develop residential programs for students who commit serious violent acts.

Problem Type II: Insulate

___ ___ 2.1 Establish a policy of zero-tolerance for weapons.
___ ___ 2.2 Publicize policies concerning weapons possession and definition of a weapon.
___ ___ 2.3 Hire security officers to patrol the school.
___ ___ 2.4 Assign school staff to patrol hallways, stairwells, locker rooms, restrooms, cafeterias, and school grounds.
___ ___ 2.5 Enlist parents, students, or other volunteers to monitor the front entrance and/or to patrol halls and restrooms.
___ ___ 2.6 Provide I. D. badges or cards for students and staff.
___ ___ 2.7 Take attendance early in the day, every day, or more than once.
___ ___ 2.8 Call home when a student is absent.
___ ___ 2.9 Provide a list of visitor regulations to students, parents, and community members and post it at all entrances.
___ ___ 2.10 Designate one entrance for visitors during the school day.
___ ___ 2.11 Require that all visitors sign in and wear identification badges.
___ ___ 2.12 Monitor delivery and loading entrances as well as main doors.
___ ___ 2.13 Establish a closed campus policy and require all who enter or leave the school during the day to sign in and out.
___ ___ 2.14 Report to the police or security staff anyone loitering outside school.

___ ___ 2.15 If an unauthorized person is determined to be a student from another school, notify the student's home school and ask that the student's parents be notified.
___ ___ 2.16 Seek a formal agreement from gang members that school will be neutral territory.
___ ___ 2.17 Prohibit all gang-related activities, traits, and clothing.
___ ___ 2.18 Register staff and student cars and require parking stickers for legal parking on school grounds.
___ ___ 2.19 Limit or prohibit student access to cars during school day.
___ ___ 2.20 Keep a record of all cars that enter school parking lots illegally and refer to this record in case of theft, vandalism, or intrusive behavior.
___ ___ 2.21 Inform students that lockers are school equipment, not private storage spaces, subject to searches upon reasonable suspicion.
___ ___ 2.22 Designate a safe, centralized location for students and staff to gather before and after school.
___ ___ 2.23 Have teachers who work late to work in pairs or teams in a designated area and to lock doors when alone.
___ ___ 2.24 Make building and grounds open and observable.
___ ___ 2.25 Alter isolated areas to attract people traffic or close off isolated areas.
___ ___ 2.26 Provide an extensive lighting program or black out all lighting.
___ ___ 2.27 Use metal detectors to check students for weapons as they enter.
___ ___ 2.28 Install emergency alarms on rarely used doors.
___ ___ 2.29 Use intruder detectors to monitor isolated entrances and areas.
___ ___ 2.30 Equip teachers with two-way communication or a personal alarm system so they can alert office of an incident immediately.
___ ___ 2.31 Prohibit student use of beepers except for medical reasons.
___ ___ 2.32 Establish safety corridors from the school to the street.
___ ___ 2.33 Provide escorts for students who walk to and from school through dangerous neighborhoods.
___ ___ 2.34 Map out safest routes and encourage students to walk in groups.
___ ___ 2.35 Ask police to patrol the routes that students use.
___ ___ 2.36 Enlist churches and other organizations to provide safe havens for students who need help walking to and from school.
___ ___ 2.37 Ask police to patrol outside school before and after school hours.
___ ___ 2.38 Prohibit students from carrying personal defense devices.
___ ___ 2.39 Devise a reporting system or tip-line for students, staff, and parents to anonymously report violent behavior or suspected trouble. Offer rewards.
___ ___ 2.40 Advise students to avoid wearing valuable clothing, shoes, and jewelry to schools where thefts are likely.
___ ___ 2.41 Remove graffiti as soon as it is discovered.
___ ___ 2.42 Require students to leave book bags and coats in lockers during the school day.
___ ___ 2.43 Require students to wear uniforms or establish a dress code.

Problem Type III: Intervene

___ ___ 3.1 Train students as peer mediators to help classmates resolve conflicts.
___ ___ 3.2 Implement an Aggression Replacement Training program.
___ ___ 3.3 Provide law related education courses or activities.
___ ___ 3.4 Use resiliency training techniques to "empower" students.
___ ___ 3.5 Use stress reduction and relaxation techniques for students and teachers.
___ ___ 3.6 Involve students in self-esteem enhancement programs.

___ ___ 3.7 Provide both professional and peer counseling for individuals and groups regularly and on a crisis basis.
___ ___ 3.8 Involve teachers as conflict negotiators.
___ ___ 3.9 Use in-school suspension for remediation of both social and academic skills problems.
___ ___ 3.10 Develop a mentoring program using teachers, older students, and community volunteers.
___ ___ 3.11 At the high school level, provide a wide range of vocational training and transition-to-work experiences.
___ ___ 3.12 Use behavior modification including contingency management, time out, response cost, contracting, etc.
___ ___ 3.13 Arrange for teachers, administrators, counselors, and others to meet regularly as a team to discuss problems of disruptive students and plan individual strategies to help them before they become violent.
___ ___ 3.14 Use classroom meetings to solve social conflicts.

Problem Type IV: Immunize

___ ___ 4.1 Provide a variety of alternative organizational structures to meet the academic and vocational needs of all students such as:
- ___ ___ 4.1.1 Alternative schools.
- ___ ___ 4.1.2 Diagnostic learning centers.
- ___ ___ 4.1.3 Regional occupational centers.
- ___ ___ 4.1.4 Schools without walls.
- ___ ___ 4.1.5 School-within-a-school.
- ___ ___ 4.1.6 Learning centers (magnet schools, educational parks).
- ___ ___ 4.1.7 Continuation centers (street academies, evening high schools).
- ___ ___ 4.1.8 Mini-schools.
- ___ ___ 4.1.9 Reduction of school and/or class size.

___ ___ 4.2 Provide a strong curriculum with a balance between academic and vocational education along with the necessary support services.
___ ___ 4.3 Provide career and personal counseling and guidance for groups and individuals.
___ ___ 4.4 Make creative use of innovative instructional approaches:
- ___ ___ 4.4.1 Multimodality Technology.
- ___ ___ 4.4.2 Computer-based instruction.
- ___ ___ 4.4.3 Individualized instruction.
- ___ ___ 4.4.4 Cooperative learning.
- ___ ___ 4.4.5 Applied academics.
- ___ ___ 4.4.6 Mentoring.
- ___ ___ 4.4.7 Tutoring.
- ___ ___ 4.4.8 Extracurricular and social activities.
- ___ ___ 4.4.9 Incentives.
- ___ ___ 4.4.10 Service learning.
- ___ ___ 4.4. 11 Learning styles.
- ___ ___ 4.4.12 Multiple Intelligences.

___ ___ 4.5 Serve as brokers for social services to students and their families.
___ ___ 4.6 Teach a curriculum that stresses nonviolence, begins as soon as children enter school, and continues through all the grades.

___ ___ 4.7 Provide students with a variety of experiences and programs that will fulfill their academic and social needs including:

___ ___ 4.7.1 Interpersonal skills training.
___ ___ 4.7.2 Problem solving training.
___ ___ 4.7.3 Lifelong coping skills.
___ ___ 4.7.4 Moral education.
___ ___ 4.7.5 Art, drama, and music instruction.
___ ___ 4.7.6 Apprenticeship programs.
___ ___ 4.7.7 Courses dealing with practical aspects of life.
___ ___ 4.7.8 Work-study programs.
___ ___ 4.7 9 Career preparation courses and activities.
___ ___ 4.7 10 Character education.
___ ___ 4.7.11 Conflict resolution.

___ ___ 4.8 Publish a variety of documents to inform students, parents, and school staff about the mission, policies, and practices of the school where violence is concerned, such as the following:

___ ___ 4.8.1 School safety and security handbook for staff and parents.
___ ___ 4.8.2 Code of rights and responsibilities.
___ ___ 4.8.3 Legal-rights handbook.
___ ___ 4.8.4 School-procedures manual.

___ ___ 4.9 Develop flexible policies such as the following:

___ ___ 4.9.1 Easier school transfer for students with special needs.
___ ___ 4.9.2 More achievable reward criteria.
___ ___ 4.9.3 Prescriptively-tailored course sequences.
___ ___ 4.9.4 Equivalency diplomas.
___ ___ 4.9.5 Self-paced instruction.

___ ___ 4.10 Provide administrative leadership shown to be effective in reducing violence such as the following:

___ ___ 4.10.1 Clear lines of responsibility and authority among administrators.
___ ___ 4.10.2 School-safety committee.
___ ___ 4.10.3 School administration-police coordination.
___ ___ 4.10.4 Principal visibility and availability.

___ ___ 4.11 Infuse the curriculum with strategies to discourage bigotry and ethnoviolence by doing the following:

___ ___ 4.11.1 Offer a bias-reduction program for both students and teachers.
___ ___ 4.11.2 Have class discussions when a national or local incident involving bigotry is featured in the news.
___ ___ 4.11.3 Get students working together on projects like musical bands, sports, yearbook projects, clubs, dramas, and other activities.
___ ___ 4.11.4 Develop a system for reporting all crimes and incidents related to bigotry to the principal.
___ ___ 4.11.5 Eliminate textbooks or materials that depict or promote bigotry and ensure that educational materials reflect the many cultures of this society.
___ ___ 4.11.6 Open a dialogue on "hate language" with an emphasis on differentiating between language that is merely offensive and that which is truly hate-filled or threatening.

___ ___ 4.11.7 Prevent hate crimes by discussing an rejecting stereotypes of minority groups, encouraging interaction with members of different cultures and an appreciation of diversity.

___ ___ 4.12 Teach students about the nature and extent of violence in society and in their community to counter the natural tendency to believe they are immortal and to change the attitude that "it can't happen to me."

___ ___ 4.13 Teach students about the lethal impact of guns and the legal implications of carrying or using a gun.

___ ___ 4.14 Teach students about the damaging effects of sexual harassment and sexual assault, the difference between "good touching" and "bad touching," and that "no means no."

___ ___ 4.15 Instruct students in laws that affect juveniles and the consequences for breaking these laws. Take students to visit a jail.

___ ___ 4.16 Videotape television news stories that describe actual incidents involving guns and have students watch and discuss them.

___ ___ 4.17 Teach both elementary and secondary students to avoid gang activities and provide them with alternative programs to meet their social and recreational needs.

___ ___ 4.18 Invite guest speakers who work with gang members, such as law enforcement or probation officers as well as gang members who have "turned their lives around," to speak to classes or assemblies to inspire students to keep away from gangs.

___ ___ 4.19 Increase student involvement in violence prevention efforts by doing the following:

___ ___ 4.19.1 Create a group of student leaders, representing formal and informal groups, to promote student responsibility for a safe school environment.

___ ___ 4.19.2 Encourage students to establish local chapters of national safety programs such as SADD (Students Against Drunk Driving) and Youth Crime Watch.

___ ___ 4.19.3 Democratize school governance by ensuring student participation on school advisory committees, security advisory councils, safety committees, and governing boards that determine school rules, discipline code, curriculum, books and materials, and evaluation of teachers and administrators.

___ ___ 4.19.4 Invite students to contribute ideas about school safety in a suggestion box.

___ ___ 4.19.5 Hold group forums to encourage students to express opinions and concerns about school safety and to ask questions about school policies, and respond to all comments and personally thank those who make useful recommendations.

___ ___ 4.19.6 Require that teachers involve students in decision making at the classroom level.

___ ___ 4.19.7 Offer school- or community-based activities for students after school and on weekends.

___ ___ 4.19.8 Institute after-school academic and recreational programs for latchkey students.

___ ___ 4.19.9 Teach students to be responsible for their own safety and emphasize the importance of reporting suspicious activities or suspicious people on campus.

Overall Priority Ranking Form

Problem Type	Priority Rank	Strategy Number	Strategy Description	Order of Implementation
I	1			
	2			
	3			
II	1			
	2			
	3			
III	1			
	2			
	3			
IV	1			
	2			
	3			

Problem Type_____

PLANNING WORKSHEET

STRATEGY:

SUPPORTING ACTIONS		RESPONSIBLE PERSON/GROUP OR ORGANIZATION	DATE
POLICY CHANGES	Add: Amend:		
IN-SERVICE	Content: Target Group:		
PARENT AND/OR COMMUNITY INVOLVEMENT	Parent: Community:		
RESOURCES NEEDED	Resources Needed: Estimated Costs:		

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